

Education and Learning: Functions and Representations

Maria Anna Formisano

University of Salerno, Italy

Introduction

Education is a process that involves the life of every citizen and lasts throughout life (lifelong learning) in any context of life (life wide learning).

The continuous cultural and work changes that characterize the post-modern society require both new educational processes and a continuous learning retraining in an increasingly diverse and multiform space-time dimension.

The sense of educating includes a *pulling out*, that is, an educator or a trainer brings out the potentialities that are within each learner, who through thoughts, strategies and intentional actions tends to form himself as a complex and polysemic individual, even in a perspective of transdisciplinarity. Education entrusts its scientific nature on the one hand to the psychological knowledge to which it refers, and on the other hand to the methodologies of design and control that it experiments over time (Petrucelli, 2005). It allows the individual to become a "person" to an extent appropriate to the capacities he has, in the form of "innate unconscious".

In the essay *L'Emilio* or *Dell'Educazione*, J.J. Rousseau divides the child's evolutionary path into four stages corresponding to different phases of development of his cognitive/intellectual faculties, equating them with the contents and methods of teaching. All this to make desirable an education according to nature that can meet the demands, needs, interests and inclinations of the child, safeguarding his individuality and his belonging.

Individuality and socio-cultural belonging. No mind, in fact, can be well educated without considering the sociocultural organism to which it belongs.

Education and upbringing are priority and unavoidable elements and constitute the most important challenge of the new millennium and the new humanism. Already in the Universal Declaration of Human Rights (1948), specifically in Article 26, education is recognized as a right that must be directed to the full development of the personality and the strengthening of respect for human rights and fundamental freedoms. Implicitly it is mentioned the concept of education that must enable all individuals to participate effectively in the life of a free society, through understanding, tolerance and friendship between all nations and all racial, ethnic and religious groups.

In this regard, Jacques Delors (1999) speaks of education as one of the constituent elements for development and one of its essential objectives. According to the scholar, one of the main functions of education is to make humanity capable of taking control of its own development: education must give all individuals the opportunity to contribute to the progress of the society in which they live, basing development on the responsible participation of all individuals and entire communities. The Delors Report highlights the need to allow children to experience the three dimensions of education: ethical-cultural, scientific-technological, economic-social, through concrete actions that allow them to achieve the goals set forth in the four pillars of education shown in the box below.

FOUR PILLARS OF EDUCATION			
LEARN TO KNOW	LEARN TO DO	LEARNING TO LIVE TOGETHER	LEARNING TO BE

Education considers anthropological, social, and cultural diversity not an obstacle to be removed, but a resource to be valued and promoted in view of the goals promoted by the 2030 Agenda, according to the goals listed in the box below.



The starting point is institutional pluralism in order to move towards educational best practices that value differences, encounters with others and "metacommunicative" exchange. And it is through this path of meta.

Communication that takes place in education and the meaning of educational action.

The need is to create within the educational systems a psycho-educational dimension that privileges the care and the helping relationship, put before the learnability and teachability.

The educational system plays a decisive role in the promotion of fundamental competencies both for the good functioning of the individual and for that of society. It is the whole of the various school segments of every order and degree. In Italy, the educational system includes the integrated system 3-36 months (with crèches and micro-crèches), preschool for children from 3 to 6 years old (Dlgs.65/2017)¹, the first cycle of education, with a total duration of 8 years, articulated in elementary school (5 years of duration) for children from 6 to 11 years old; and secondary school (3 years of duration) for pupils from 11 to 14 years old, the second cycle of education consisting of high schools, technical and professional schools.

Investing in culture and education means playing trump cards for the future, measuring oneself against the profound contemporary psycho-pedagogical transformations, without losing sight of the shared knowledge of a certain human community in a certain historical moment.

This knowledge represents that ordered and generalized set of knowledge-habits produced by special and "individual" research, useful to consider reality in terms of an interrelated system and interconnected in which all the elements are interacting with each other in an evolution in the making. The teaching-learning process is in continuous restructuring and reorganization; it is fundamental, therefore, to lay the foundations for an educational perspective open to the challenges of the knowledge society: at the forefront of the new social frontiers, developing the most innovative results of psycho-pedagogical and educational research. The inclination to learn from life itself and to make the conditions of living such that everyone is able to learn in the very course of living is the most beautiful product of schooling.

The concept of education needs to be reviewed from a psycho-educational-didactic and formative point of view, in order to guarantee the implementation of a true "curricula curante"; one that takes into account the fact that special students also have normal needs and that normal students have, at certain times, special educational needs. Knowing the educational needs of the students of any school segment is fundamental because the knowledge produced by the school system influences the economic, social, cultural and political educational field.

It is therefore necessary to create a school context in which the heterogeneity of pupils is experienced as strength and not as a weakness; an inclusive system aimed at the education of all children, no one excluded, according to the Inclusive Education model: a school in which equal development opportunities are guaranteed for all.

Psychoeducation becomes necessary and preparatory as a specific branch of psychology that studies both learning and teaching processes in schools, with the aim of increasing the quality of student learning, ensuring the success of all.

It goes without saying the inspiration of the teacher to psychological criteria spendable in positive

¹Establishment of the integrated system of education and instruction from birth to six years of age, pursuant to Article 1, paragraphs 180 and 181(e) of Law No. 107 of July 13, 2015.

relationships taking into account the rules of social living and the great psycho-educational appeals:

- Education to planetarity: importance to globalization to Interculture, to technologies and to all that is present in the hypercomplex society in which we live.
- Education to critical thinking: it means to accustom children to generate new ideas, reasoning in logical terms, expressing innovative and creative ideas, without passively undergoing what happens around; education to live as learning to master the uncertainties of our times (changes, conflicts of values, psychosocial tensions and communication), through the tools of reading and understanding of reality.

New tasks are outlined for educational systems: on the one hand, to promote the formation of the conceptual tools necessary to relate to new knowledge, on the other hand, to make the teaching-learning processes synergistic with those that take place spontaneously, in order to create a "school ease". It becomes fundamental, therefore, to ask what education is, what theories it refers to, what is an educational process? Education is an activity aimed at fostering the learning of knowledge and skills of individual students, taking into account the specificities of each and individual motivations, enhancing cognitive processes to the maximum, even in a meta dimension. The metacognitive contexts, in fact, allow the identification of personal itineraries of knowledge and related processes, to be managed in the logic of personal strengths and, therefore, as preferential paths to approach the situations of resolution strategies necessary for the realization of a task. In recent years, the need to be able to adapt to change has accentuated the strategic role of human capital, moving education away from the rigidity and depersonalization that had previously characterized it. It has been progressively oriented towards the transmission of "Guidelines", such as to stimulate reasoning and problem-solving skills.

Helping the student to move in today's society, in the constellation of values that characterize his existence (those of the family, those of society, those of tradition), while managing to maintain his own identity, is the task of education. Education, in fact, can never be indifference, domination, or habituation, but only the promotion of the responsible autonomy of the free subject, in a relationship between the individual and the context, which is built in the name of everyone's right to his or her own originality and life journey.

Education is the most important factor in promoting individual and social psychophysical well-being, since it tends to develop the personality, talents, mental and physical abilities, and to prepare for a responsible life in a free society.

A school open to the psycho-educational dimension that is configured as a "laboratory of practice", which aims to form competent citizens. In order to reach these goals, schools must have, more than a quantitative vision of knowledge, a qualitative vision of life and experience, trying to define those knowledge and values that can be shared by all citizens, beyond possible differences, bearing in mind that their task is not only to deal with speculative knowledge, but to promote reflection on the choices that characterize their lives. The school is responsible for the needs of all subjects, in their entirety, thus becoming "functional" to the very life of the students.

In this regard, Jacques Delors speaks of education as one of the constituent elements of development and one of its essential objectives. According to Delors, one of the main functions of education is to make humanity capable of taking control of its own development: education must give all individuals the opportunity to contribute to the progress of the society in which they live, basing development on the responsible participation of individuals and communities.

Psycho-educational planning and formative analysis

The situation in which the school currently operates has radically changed with respect to the past; probably one of the factors to which this innovative approach is due is the presence of new planning models.

The design of educational interventions is based on the ability to think strategically, correlating the complex factors of learning and teaching, in the organization of environments and activities, in the choice of priorities, in the production of materials, in the verification of results, in the evaluation of the impact of the training offer and in the analysis of medium and long term effects.

In the drafting of a training intervention, as we have already said, the analysis of needs is preliminary, through which, in a scientific manner, adhering to reality, we come to identify the actual needs of the group and the individual on which we intend to operate.

Today, the need for a new school, renewed in didactics, methods, contents, and organization, is greater than ever. A new pedagogical semantics is needed, one that assigns to planning the task of achieving "educational equality with multiple justifications", each commensurate with individual specificities. Therefore, students must be known well, in a climate of loving-kindness-as Calonghi stated, faithful to Don Bosco's mentality, to educate them appropriately and always be ready to modify educational interventions according to

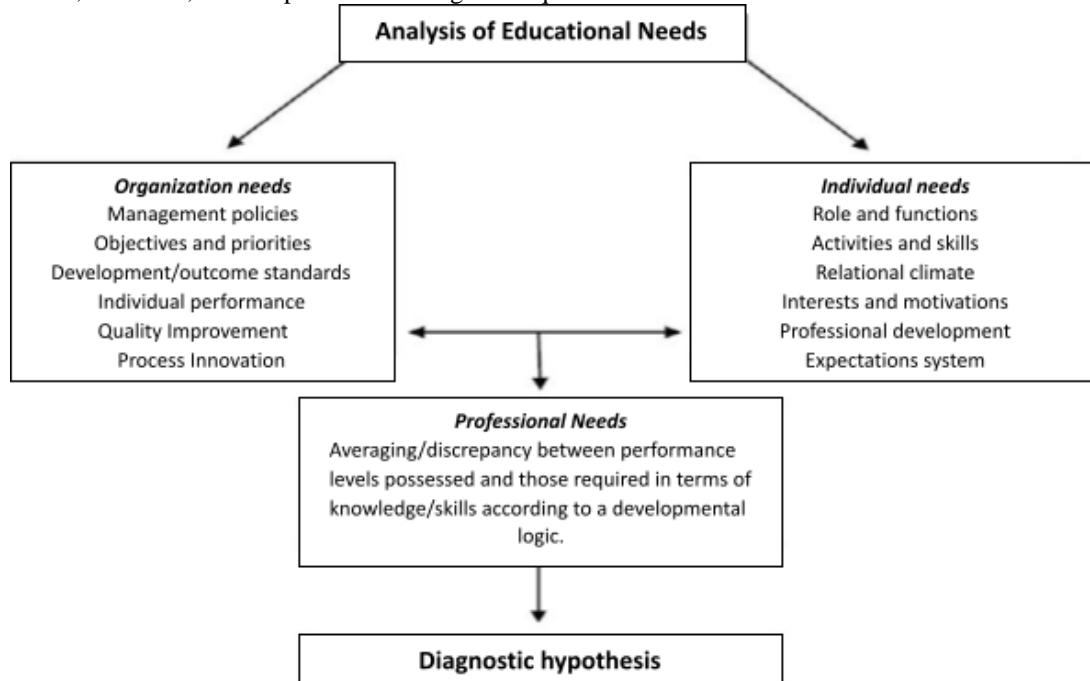
their reactions.

Convinced that there was a continuity between empirical and scientific knowledge, Calonghi helped educators to know young people better with valid and functional tools, he helped them to verify the results of their educational actions with simplified procedures but with a scientific basis.

A valid educational project begins with the analysis of educational needs, passes through the definition and formulation of objectives, arrives at the implementation of the plan, and then reaches verification and evaluation. However, planning cannot be separated from the analysis of needs, the definition of objectives, the structure and choice of content, the identification of methodological contents, the identification of methodological devices, and evaluation.

Through the needs analysis we try to identify the real situation of the student. Needs analysis cannot be reduced to a "desk" action based on the spontaneity or intuition of an operator or on the unilateral and non-negotiable decisions of the client. It is characterized as a situated research activity aimed at gathering all the information necessary for the subsequent elaboration of the training objectives of the intervention plan.

In formulating the objectives, it is necessary first of all to specify the conditions that the student must meet in order to demonstrate that he/she has acquired the skills to face and overcome the difficulties he/she has encountered. It will also be necessary to establish the criteria to determine the minimum threshold for the objective to be considered achieved. At this point, the choice of content must be congruent with the objectives and with the real abilities of the students. Then comes, in strict order, the moment of choosing the methodologies and strategies to be used to achieve the objectives. And here comes the moment of the lesson, simulations, exercises, and cooperative learning techniques.



In order to plan the training action, it is essential to analyze the training needs. Therefore, it is necessary to analyze the population for which the training intervention is intended, then understand the actual competencies of the population, and finally analyze the learning needs.

An essential moment in the training process is implementation. This is the realization of all the work done in preparation. Implementation is carried out through lessons, exercises, simulations, and internships. The former remains an essential element of any training process. It will be managed in a participatory way, trying to make connections with practice.

The needs analysis becomes an essential starting point on which depends the possibility of building a close relationship between the identification of the subject on which one intends to operate, the definition of the subject's actual needs, the formulation of the training objectives that one wants to give oneself and the operational phase. The teacher must first carry out this analysis. He must ask himself about the actual needs of the client, considering the scenarios of reinforcement, development, and innovation.

All of this must be done to achieve a shared assumption of responsibility. It is important to reiterate and affirm (if this has not been done previously) that needs analysis cannot be reduced to an action at a desk based on intuition or decisions made by the teacher alone. It must be a research activity aimed at gathering information

based on which the training plan will be elaborated.

Following the needs analysis, the priority issue concerns the definition of SMART (Simple, Measurable, Attainable, Relevant, Time bound) training objectives, which are the drivers of the design choices, as well as a variable of considerable impact on the attitude of employees towards the training proposal (Costa and Gianecchini, 2013).

The educational activity in general revolves around the figure of the educator, in school, the teacher, whose training and qualification heavily affect the implementation of any training project. "The initial and continuous cultural training of the teacher or trainer should be seen in function of the teaching action, therefore of a knowledge not an end in itself but a knowledge to act educatively, oriented to the ability to intervene effectively in the teaching/learning process" (Pellerey, 1994).

The task of educational institutions in today's world cannot be limited to a true encounter with knowledge but must include the need to promote the construction of knowledge and skills. From this point of view, the learner is not a passive user of pre-packaged notions, but an actor who personally constructs the process of change taking place in society.

Therefore, from this perspective, educational planning plays a fundamental role. The didactic-educational planning carried out by educators/trainers/teachers is a tool to calibrate the training interventions in respect of the needs of the learners and all the internal and external aspects that can influence the path. (Notti, 2006).

School-Family Alliance

The innovations introduced in schools have increasingly highlighted the active role of families in school policies; teachers and parents, while respecting their roles and functions, share both the recipients of their actions, the children/pupils, and the goals of the actions themselves.

DPR 416/74 marked the beginning of the participation of parents and students in the management of the school "giving it the character of a community that interacts with the larger social and civic community".

The associationism of parents and students represents a privileged place of mediation of interests, training and preparation for democratic participation for the achievement of the overall good, a horizon broader than self-interest.

Education passes through the communicative processes that regulate the relationship between a more competent member and a less competent one in that context; allowing the transmission from the first to the second of cultural content, but also of behaviors and modes of reasoning typical of the social community to which both belong.

The school and the family are allied and are committed to sharing the founding nuclei of educational action in a document called the "co-responsibility pact", an irreplaceable tool for school-family interaction, since it directly involves teachers, teachers and families.

This is an irreplaceable tool for school-family interaction, since it directly involves teachers, students and parents, inviting them to responsibly agree on models of behavior consistent with a lifestyle in which commitments are made and maintained, respecting the social environment in which one is hosted.

Families are the privileged interlocutors of the educational system and are directly interested in all initiatives that represent a form of protection for young people with respect to the risk of behaviors and lifestyles that are harmful to their health. What has been said reaffirms the role and the psycho-pedagogical significance attributed to the school and the family as places where the learning of the child, the student and the adult takes place.

From the psycho-educational point of view, school-family co-responsibility has its focal point in the right/duty of the two institutions to undertake a path of synergistic, interactive and proactive collaboration.

The assumption of responsibility by the school and the family implies the recognition of the educational otherness as an identifying space in which each outlines the significant interventions for the development and learning of the students.

The educational covenant of responsibility involves two institutions: the school and the family dealing with formal and informal learning. The term formal learning refers to learning that takes place in the education and training system and results in the attainment of a degree.

Informal learning takes place irrespective of an intentional choice, it takes place in the performance, by each person, of activities in everyday life situations and interactions that in its informal learning takes place irrespective of intentional choice. It takes place in the performance of activities in everyday life situations and in the interactions that take place in them, in the context of work, family and leisure.

Non-formal learning takes place outside the education system, in any organization that pursues educational and training purposes, including voluntary work, national civil service and private social work, and in businesses.

For there to be co-responsibility between school and family, it is essential that there be communicability through negotiation processes aimed at finding emotional, motivational, affective and social resources useful for ensuring meaningful learning and individual development.

The school guarantees formal learning and is committed in the educational pact of co-responsibility to provide a qualified cultural and professional training in an environment conducive to the integral growth of the person, ensuring a quality educational service in a serene educational environment, encouraging the training process of each student, respecting his or her pace and time of learning.

The family is committed to establishing a positive climate of dialogue, respecting the shared educational and didactic choices, as well as an attitude of mutual cooperation with the teachers, encouraging an assiduous attendance of their children to classes, actively participating in collegial bodies and checking daily communications from the school. The student becomes aware of his or her rights and duties by respecting the school, committing himself or herself in a responsible way to the execution of the tasks required.

And so, it is that the school educates while it educates; the family educates while it educates. The educational pact becomes a pure formalization that the educational pact becomes a pure formalization that defines the school-family relationship in terms of meeting and commitment, placing itself as an act of educational care.

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